

**THE USE OF PICTURE SERIES TO IMPROVE THE ABILITY
IN WRITING NARRATIVE TEXT OF THE ELEVENTH
GRADE STUDENTS OF MA MATHALIBUL HUDA
MLONGGO JEPARA IN ACADEMIC YEAR
2011 / 2012**



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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
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STUDENTS OF MA.MATHALIBUL HUDA MLONGGO
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MOTTO AND DEDICATION

Motto :

- *“Life is like a sword ”.*
- *“The most wonderful thing in the world is if we live with our beloved parents”.*

Dedication :

- *My parents who always support and become my inspiration.*
- *My friends, my lecturers and people surround me who always care and teach everything about the true life.*

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Kudus, Maret 2012

LINAWATI

ABSTRACT

Linawati. 2012. *The Use of Picture Series to Improve the Writing Ability in Writing Narrative Text of the Eleventh Students of MA. Mathalibul Huda Mlonggo. Skripsi*, English Education Department, Teacher training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Suprihadi, M.Pd and (ii) Nuraeningsih, S.Pd. M.Pd.

Key words: picture series, students' writing ability, narratives.

Language is universal. English as an international language becomes a part of educational curriculum. The English mastery will bring a new transformation of knowledge and science. The English teaching and learning process in MA Mathalibul Huda Mlonggo need improvement especially in using a media especially material conducting with writing narrating text. This study was performed to answer the research problem, (1) How is the students interest of MA. Mathalibul Huda Mlonggo in writing narrative text using pictures series?. (2) How can picture series improve the writing ability in writing narrative texts of the 11th graders of MA. Mathalibul Huda Mlonggo Jepara?. This study was aimed at developing strategy in using picture series to improve student's ability in producing a better narrative writing. The picture series consisted of more than four pictures arranged chronologically. They were selected on the basis of clarity, size, color and neatness, so that the students could catch the story easily.

This study is action research, which consisted of two cycles, each of which consisted of one meetings. Every learning process of these cycle consisted of three stages: pre-teaching, whilst teaching, and post-teaching. The subject of the study was the students of XI.IPA 1 of MA. Mathalibul Huda Mlonggo Jepara. The research instruments used in this study are: observation checklist, field notes, questionnaire, and picture series. The data obtained from the observation checklist and the research questionnaire were presented in tables and the results are presented descriptively in percentage, while the data gained from the field notes is used to know the student's condition during the learning process and to support the result of student's interest while the picture series instrumen of the students' writings were analyzed and reported to see the students' improvement on the result of their writings of narratives.

The findings showed that the picture series as instructional media is very good. The students find that it was attractive, effective, easy to understand, and the most important is that it helped students generate their ideas easily to narrate a story and achieve better performance in writing narratives than before. It can be seen from the progress of the student's interest in the cycle I is 72.1 % while in the cycle II is 77.75 % This medium effectively improved the students' ability in writing narrative texts. In cycle I the average of the student's ability is 48,5 %. It is in the low category. Then, in Cycle 2, the average of the student's

ability is 71 %. Then, the result of questionnaire in cycle I is 50 % and it is sufficient while in the cycle II the questionnaire result is 84 % and it is very good.

The result shows the effectiveness of picture series in improving writing ability in narrative. It is suggested that English teachers can use picture series as an alternative media to teach writing narrative and should pay attention to size, colour and attractiveness of picture series which are used.

ABSTRAKSI

Linawati, 2012. *Penggunaan rangkaian gambar untuk memperbaiki kemampuan menulis text narrative pada siswa kelas 11 MA. Mathalibul Huda Mlonggo. Skripsi*, Jurusan Bahasa Inggris, Fakultas Ilmu Kependidikan, Universitas Muria Kudus. Pembimbing: (i) Drs. Supriyadi, M.Pd dan (ii) Nuraeningsih, S.Pd. M.Pd

Kata Kunci : Rangkaian gambar, Kemampuan menulis Siswa, Narrative.

Bahasa adalah bagian yang universal dalam kehidupan. Bahasa Inggris sebagai bagian dari hal tersebut adalah telah menjadi bagian dari kurikulum pendidikan. Penguasaan bahasa Inggris di MA Mathalibul Huda Mlonggo memerlukan perbaikan khususnya yang berhubungan dengan menulis teks narrative. Pelaksanaan penelitian ini dilaksanakan untuk menjawab pertanyaan dari permasalahan yang diajukan dalam penelitian ini yaitu : (1) Bagaimanakah minat siswa kelas sebelas MA. Mathalibul Huda Mlonggo dalam menulis text narrative menggunakan rangkaian gambar ? (2) Bagaimanakah rangkaian gambar dapat memperbaiki kemampuan siswa kelas sebelas MA. Mathalibul Huda dalam menulis sebuah text narrative?. Tujuan dari penelitian ini adalah untuk mengembangkan sebuah strategi pembelajaran untuk menolong / memperbaiki dalam menghasilkan text narrative secara tertulis yang lebih baik. Rangkaian gambar ini terdiri dari lebih dari 4 gambar yang mempunyai alur cerita. Gambar – gambar yang dipilih didasarkan pada kejelasan, ukuran, warna dan kerapian sehingga siswa dapat menangkap dengan mudah isi dari cerita bergambar tersebut.

Penelitian ini berbentuk penelitian tindakan yang terdiri dari dua siklus masing – masing terbagi dalam satu pertemuan. Setiap proses pembelajaran dalam siklus ini terbagi dalam tiga tahapan : Kegiatan awal, Kegiatan inti, dan Kegiatan akhir. Subjek dari penelitian ini siswa kelas XI IPA 1 MA Mathalibul Huda Mlonggo Jepara. Beberapa instrument yang digunakan dalam penelitian ini adalah : lembar observasi untuk mengetahui minat, catatan – catatan yang didapat di lapangan, kuisioner, dan rangkaian gambar. Data yang didapatkan melalui lembar observasi untuk mengetahui minat dan kuisioner dipaparkan melalui tabel dan di deskripsikan dalam bentuk persentase. Sedangkan catatan di lapangan digunakan untuk mengetahui kondisi siswa saat proses pembelajaran dan mendukung hasil yang didapatkan dari lembar observasi minat. Untuk instrumen gambar berseri digunakan untuk melihat hasil perbaikan siswa dalam menulis teks narrative melalui hasil tulisannya.

Temuan – temuan yang ditemukan dalam penelitian ini adalah rangkaian gambar yang dibuat guru tersebut bagi siswa sangat atraktif, efektif dan mudah untuk dimengerti dan yang paling penting rangkaian gambar tersebut mampu menolong siswa dalam generalisasi ide dalam sebuah karangan narrative serta meningkatkan kemampuan dalam menulis teks narrative yang lebih baik dari sebelumnya. Beberapa hasil yang didapat dalam penelitian ini dalam siklus I minat siswa sebesar 72.1 % selanjutnya di siklus II meningkat menjadi 77.75 %. Media rangkaian gambar ini sangat efektif dalam memperbaiki kemampuan menulis siswa. Di dalam siklus I rata – rata kemampuan yang didapatkan sebesar

48,5% dan ini termasuk dalam kategori yang rendah. Kemudian dalam siklus II persentase yang didapatkan adalah 71 %. Sedangkan dalam perhitungan kuisioner dalam siklus I adalah sebesar 50 % dan dalam siklus II sebesar 84 % dan hasil tersebut masuk dalam kategori yang sangat baik.

Hasil tersebut diatas menunjukkan bahwa rangkaian gambar sangat efektif dalam memperbaiki kemampuan menulis siswa MA. Mathalibul Huda Mlonggo dalam menulis teks narrative bertambah baik. Hal ini juga diharapkan para guru dapat menggunakan rangkaian gambar dalam memperbaiki kemampuan menulis siswa dalam teks narrative

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